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ABSTRACT

This pilot program in elementary teacher preparation was performance based, field centered, and team taught. The goals of this program were a) the development of the student's perception of himself as an individual and a professional person; b) the ability to describe the characteristics and conditions for effective learning; c) the design and implementation of learning tasks which were geared to individuals and groups of children; d) the exploration of learning environments designed to promote positive learning outcomes; and e) the design, utilization, and evaluation of various instructional strategies. The program consisted of two phases: Preprofessional Experience and Student Teaching. Phases I and II were supplemented by seminars and evaluations by cooperating teachers, principals, student, and university professors. Phase II presented the performance objectives of the program. (The program's implementation and evaluation are discussed along with recommendations for future programs. The appendix relates the responsibilities of the cooperating teacher, student participant, building principal, and university professor to the program.) (BRB)

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Adaptive Teaching for Effective Learning: A Team Approach to Elementary Teacher Preparation

Abstract

A pilot program in elementary teacher preparation was designed; the program was performance based, field centered, and team taught. School district personnel contributed to program development, implementation and evaluation. The program proved to be a viable and effective strategy for teacher preparation. Recommendations for future programs are included.

1.0 Introduction

This paper describes a pilot program in elementary teacher preparation which was designed and implemented at California State University, Fullerton in 1972-73. The program consisted of two phases; Phase I: Pre-professional Experience and Phase II: Student Teaching. At this time the pre-professional sequence is being reported. Three general factors prompted the decision to revise the existing elementary teacher education program offered by the School of Education.

The first factor was the new licensing and credential

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procedures (Teacher Preparation and Licensing Law, 1970) for the State of California. A significant requirement of the guidelines for teacher preparation is the specification of terminal objectives for student performance. In addition the law requires that:

- programs be cooperatively planned with school districts
- pre-student teaching professional training not exceed 12 semester units
- students be involved in cross-cultural field settings.

The second factor was the general trend in the field toward performance-based teacher education programs in which students are required to demonstrate their ability to promote learning. Faculty reorganization within the School of Education, which resulted in a plan for a team approach to teacher training, was the third factor.

The rationale for the Adaptive Teaching Program developed by the team reporting here, was based, in part, on:

- Current literature (Gage, 1972) on teacher effectiveness and teacher education which suggests that effective teachers are characterized by: warmth,

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Gage, N.L. Teacher Effectiveness and Teacher Education, Palo Alto, California: Pacific Books, Publishers, 1972.

indirectness, cognitive organization and enthusiasm.

- The conviction of the instructional team that effective teachers are effective individuals and that traditional training programs have not provided sufficient opportunities for personal and interpersonal growth of the candidates.
- The assumption of the instructional team that students become effective teachers when theoretical content and practical experience with children are very closely articulated.

These considerations resulted in the following statement of goals for a teacher education program:

1.1 Students will perceive themselves as individuals and as professional persons.

1.2 Students will identify and describe the characteristics and conditions for effective learning.

1.3 Students will design and implement learning tasks and sequences appropriate to the learning needs of individual children and groups of children.

1.4 Students will explore the potential of a broad range of learning environments designed to promote positive learning outcomes.

1.5 Students will utilize a variety of instructional strategies in introducing and developing learning programs.

1.6 Students will design, implement and evaluate

instructional programs for individual children and for groups.

2.0 Program Structure: Overview

2.1 Description

The Adaptive Teaching Program was designed as a prototype model of a performance-based teacher education sequence. It provided candidates with theoretical content and field experience with children in public schools, prior to student teaching. The program was developed by a three member team of university professors representing the fields of Educational Psychology, Elementary Curriculum and Instruction, and Special Education. There were 24 students in the program.

Program objectives were designed by the instructional team in cooperation with personnel from three selected school districts. Student progress throughout the program was evaluated in terms of stated performance objectives (presented below.) School principals and cooperating teachers shared in the responsibility of evaluating students.

2.2 Organization of Phase I

In Phase I (one semester - 12 units) the students spent three hours each morning participating

in elementary classrooms. Three elementary schools were selected by the instructional team to provide diverse field experiences. Students were divided in to three groups; each group rotated through the three field settings, spending approximately five weeks in each. These placements offered students three different grade levels. Each of the three instructional team members also spent five weeks supervising in all field settings with a different student group each time.

In order to facilitate implementation of techniques and skills being presented to students in seminars, students were given specific assignments to carry out in their field settings. Seminars were held twice weekly for three and a half hours. The responsibilities of all program participants (cooperating teachers, principals, students, university professors) were carefully delineated and reviewed with the individuals concerned (Appendix I).

At the conclusion of Phase I all students were evaluated in terms of their readiness to proceed to Phase II: Student Teaching. Placements were based on the choices made by cooperating teachers and the students.

2.3 Field Settings

Schools in three districts within a reasonable distance of the university campus were chosen by the team because the combined characteristics and facilities of these schools provided:

- cross-cultural/economic settings
- a structurally open school plant
- integration of special and regular education programs
- exposure to a wide range of educational technology and methods
- typical self-contained classrooms

Once the schools were selected, the district superintendents were invited to cooperate in the design of the program. District personnel who would be responsible for the students in each setting were identified. These individuals also had the responsibility of explaining the program to their respective faculties. At this point meetings were held by the team in each selected school to give interested teachers further information regarding their role in the program. After these discussions, a list of cooperating teachers was generated by each school principal.

2.4 Selection of Students

The following description of the program was made available to prospective teacher education students:

> "A program for flexible and aware college students. The focus will be on designing and implementing relevant and exciting learning experiences for elementary school children. Direct involvement in school environments where each child is provided opportunities to develop his unique learning potential will be an integral part of this program. Screening will include an interview."

Forty-seven students applied for the program. The three member team, together, conducted personal interviews with each applicant. Applicants accepted for the program were students who met general Teacher Education requirements. In the judgment of the instructional team these applicants also exhibited the following behavioral characteristics to a high degree: flexibility, self-awareness, reality orientation, responsiveness to others, assertiveness, "cool," warmth, and enthusiasm. These characteristics were operationally defined as follows:

- flexibility ... demonstrates ablility to suggest various ways of reacting to given child behaviors.
- self-awareness ... demonstrates sensitivity

to his/her own uniqueness as an individual by listing personal assets and/or limitations.

- reality oriented ... accepts the actuality of the here and now.
- responsiveness to others ... demonstrates ability to relate personally to the needs of each team member.
- assertiveness ... demonstrates ability to maintain and communicate personal convictions.
- "cool" ... demonstrates apparent physical and psychological ease throughout all phases of the interview.
- warmth ... demonstrates through verbal responses the ability to relate to team members as individuals and students as children.
- enthusiasm ... demonstrates interest in the interview and the program through the use of questions and comments.

Assessment of the above characteristics was accomplished through semi-structured personal interviews for each characteristic by each of the three interviewers. Applicants were assigned a rating on a five point scale. Inter-rater reliability coefficients between pairs of observers

ranged from .60 to .92 indicating a high level of agreement among the team members.

The thirty students receiving the highest ratings were approved for the program. Twenty-four of these students finally participated in the program.

2.5 Constraints upon Program Development and Implementation

Full-time professors carry a teaching load of twelve units; each team member received five units credit for Phase I of the program which did not allow adequate time for in-depth supervision of students in the field settings or for a sufficient number of unscheduled discussions with students. A total of three semester units for planning was given to the three member team in the semester preceeding Phase I; consequently there was not enough time for the team to thoroughly assess existing "model" classrooms and schools. Nor was it possible to develop an effective strategy for the selection of master teachers. These realities necessitated the total reliance of the team on the needs and judgments of school administrators in the selection of master teachers. Had more planning time been available the team would also

have interacted more directly with school district personnel in order to elicit their suggestions for critical content areas and program implementation procedures.

3.0 Instructional Components of the Program

Instructional components were selected and defined by the team after careful deliberation. The instructional components finally selected for inclusion reflected attention to the state guidelines, and to some extent the major competencies and interests of the instructional team.

The primary instructional components of the program were:

3.1 Self-Awareness and Assessment

3.1.1 Students will demonstrate behaviors which facilitate effective inter-personal communication with peers, professionals, pupils, and parents.

3.1.2 Students will verbalize their unique competencies as individuals and as professional persons.

3.2 Nature of Human Learning

3.2.1 Students will define learning.

3.2.2 Students will identify, describe, and compare various learning theories and concepts.

3.2.3 Students will define process variables involved in learning.

3.2.4 Students will relate child's learning performance to developmental sequence.

3.2.5 Students will recognize individual differences in learning ability, style and needs of individual children.

3.2.6 Students will translate learning theory in terms of functional relationships to instruction.

3.3 Learning Interventions and Interactions

3.3.1 Students will systematically observe, record, and interpret pupil behaviors.

3.3.2 Students will establish and maintain communication channels with parents, and with personnel in school and community agencies to extend individual pupil instructional programs.

3.3.3 Students will practice accepted group process procedures to achieve program goals.

3.3.4 Students will assist pupil to interpret his own behavior and feelings.

3.3.5 Students will aid pupil in defining alternate behavior possibilities.

3.3.6 Students will list reinforcing events and materials for individual pupils.

3.3.7 Students will reinforce behaviors which enable

the child to function as a member of the classroom group.

3.3.8 Students will analyze learning tasks.

3.3.9 Students will design and implement learning tasks.

3.3.10 Students will state purposes of specified learning interactions.

3.3.11 Students will select and utilize alternate strategies for facilitating behavior change.

3.3.12 Students will predict and evaluate learning outcomes related to individual needs of children.

3.4 The Environment for Learning

3.4.1 Students will compare and contrast the effectiveness of a variety of learning environments.

3.4.2 Students will create learning environments appropriate to the needs of individual children.

3.4.3 Through continuous experimental planning and arranging with children the students will design environments which permit learner activity, are stimulating and introduce the concepts of esthetic balance.

3.4.4 Students will encourage children to explore and express ideas, opinions, and feelings.

3.4.5 Students will establish and maintain clearly defined guidelines for pupil classroom behavior.

3.5 Instructional Strategies

3.5.1 Students will study statutes and curriculum frameworks adopted by the State.

3.5.2 Students will examine local goals and policies and relate them to sequential program development.

3.5.3 Students will investigate and create methods of introducing learning tasks which motivate the individual children to continuous participation in the event.

3.5.4 Students will experiment with the various sensory aspects involved in the introduction of learning materials in order to discover the most effective combinations for individual children.

3.5.5 Students will examine methodological approaches to teaching all skill and content areas in order to acquire a broad base for instructional decision making.

3.5.6 Students will examine and evaluate published instructional materials in terms of their appropriateness to the development of specific instructional sequences.

3.5.7 Students will create and/or adapt instructional materials appropriate to specific learning situations.

3.6 Instructional Systems

3.6.1 Students will utilize formal and informal assessment instruments to determine the entering behaviors of children.

3.6.2 Based on the obtained assessment data, students will specify realistic learning goals or outcomes for children.

3.6.3 Students will sequence learning tasks and state them in behavioral terms with performance criteria.

3.6.4 Students will select materials and methods appropriate to the implementation of stated objectives.

3.6.5 Students will guide children through the planned learning sequence.

3.6.6 Students will evaluate learning outcomes in terms of program objectives.

3.6.7 Students will modify the objectives, tasks, sequence, and materials as necessary to promote attainment of goals.

3.6.8 Students will maintain records on children in class.

3.6.9 Students will provide the child with appropriate feed-back for his behavior.

3.6.10 Students will involve pupils in instructional planning.

3.6.11 Students will involve pupils in the instructional evaluation process.

The sequence of instructional goals described above, however, did not reflect the order in which the content could most adequately be presented to students. The instructional goals were therefore specified in terms of performance objectives (presented below) and were appropriately sequenced into weekly time periods.

4.0 Program Implementation

On Monday, Wednesday, and Friday of the first week the students met with the instructors for three hours in the morning. On Tuesday and Thursday the sessions were extended to include an additional three hours in the afternoon. During this orientation period the students completed three assessments involving attitudes and basic educational and psychological concepts. They also participated in self and group awareness and assessment activities, investigated possible record keeping procedures, were presented guidelines for ethical teacher behavior, and received their field assignments.

The second week the students began their field experiance. The principals of the cooperating schools met with them, explained the philosophies and structures of their schools, provided a tour of the facilities, and introduced them to their teachers. Each morning thereafter the students reported to their schools for a three hour period. Tuesday

and Thursday afternoons they met at the University with the instructors for seminars.

Each instructor assumed responsibility for the introduction and implementation of certain of the performance objectives. Other of the objectives became team responsibilities.

In addition to a copy of the performance objectives, the students received a schedule of assignments--with due dates. Written assignments were evaluated by university coordinators. Completion of other assignments was demonstrated in the field settings and evaluated by cooperating teachers. Most assignments required the application of theoretical principles and skills.

The first fifteen minutes of each seminar session provided the students time to share their field experiences with members of their group. They met in groups with the university coordinator responsible for supervising their practicum experience. Leadership of the three groups rotated among the students. One seminar session during each field setting was left open to allow for schedule adjustments.

The performance objectives were grouped consecutively within weekly modules.

5.0 Performance Objectives

First Week

1.0 Self-Awareness and Assessment

1.1 Students will demonstrate behaviors which facilitate effective interpersonal communication with peers, professionals, and pupils.

1.1.1 Peers
Students will demonstrate behaviors which facilitate effective interpersonal communication with peers by listening and providing feedback to other members of their group as determined by peer evaluation. Scale and competency level to be determined by students. Process: Discussion - group building tasks.

1.1.2 Professionals
Students will demonstrate behaviors which facilitate effective interpersonal communication with professionals by showing they are able to hear and accept constructive criticism by evaluations of the cooperating teachers and university coordinators. Value scale determined by teacher.

1.1.3 Pupils
Students will demonstrate behaviors which facilitate effective interpersonal communication with pupils by listening and responding appropriately as determined by the cooperating teachers and evaluated by the University coordinators.

1.2 Students will verbally describe how they feel about their classroom placements, field staffs, children, and themselves. Their ability to do so will be based on the use of affective as opposed to cognitive vocabulary as observed by University coordinator. Process: Lecture and handouts explaining the difference between cognitive and affective language. (Worksheets)

1.2.1 The members of the field groups will rotate group leadership demonstrating the abilities to listen and accept the ideas of others.

1.3 Continuing Evaluation
Students will maintain required records on children in class. Each student will keep a running log of field activities; each entry will include objectives, methods, and outcomes for each session. Evaluation will be by university coordinator. Student will maintain an anecdotal record card for one child in each assignment. (To be kept at school for periodic review by university coordinator--to be turned in at end of each field cycle.)

Second Week

2.0 Nature of Human Learning

2.1 Students will write an acceptable definition of learning; to be acceptable the definition must include all of the following characteristics:

--change in behavior (ability, skill, aptitude)
--retained over time
--distinct from physical growth and development

Process: lecture; discussion; textbook reading.

Evaluation: this item will be included on objective exam.

2.2 Students will identify, describe, and compare various learning theories and concepts. Acceptable performance will be defined in terms of success on at least 5 of the following 7 tasks:

2.2.1 List the two major approaches (schools) to the study of learning.

2.2.2 State the basic tenets of each of the approaches (schools) listed.

2.2.3 Expalin the significance (relevance) of each of the approaches (schools) to classroom learning.

2.2.4 Define the following terms form learning theory:

conditioning classical - respondent
instrumental - operant
reinforcement - positive
- negative
extinction
reinforcement schedules

cognitive domain
affective domain
motivation
behavior
stimulus (CS; US)
response (CR, UCR)
concept
gestalt
goal

2.2.5 Identify behavior learned through classical conditioning.

2.2.6 Identify behavior learned through instrumental conditioning.

2.2.7 Identify cognitive factors involved in learning.

Process: lecture; discussion; textbook reading.

Evaluation: tasks will be included on objective evaluation.

2.3 Students will study process variables involved in learning; students must give functional examples of at least 75% of the following terms:

avoidance learning
chaining
closure
cueing
discovery
discrimination
distributed practice
feedback
generalization
imprinting
incidental learning
insight
inhibition
mastery
overlearning
part vs. whole
prompting
perception
recognition
recall
reconstruction
rote
repetition
retention
rehearsal
sequencing
shaping
transfer
trial and error

2.3.1 Students will identify and analyze learning tasks as to the process variables involved. To be considered successful, students must be able to:

--Select a specific task (affective; cognitive, psychomotor) presented to children in field placement and correctly identify process variables involved in these tasks.

--State the prerequisite learning necessary for the task.

Process: lecture; discussion; textbook reading; observation in field; fieldwork assignment.

Evaluation: Determined by university coordinator.

2.4 Students will discuss various behavior management techniques to be utilized in study of learning intervention in the classroom setting. (related to objectives for week three)

Third Week

3.0 Learning Interventions and Interactions

3.1 Students will list reinforcing events and materials for individual pupils. In each field setting, student will select 2 children and generate (through conversation and observation) a list of 5 objects or activities which are reinforcing to each child. Student will keep a log of how these reinforcers were utilized on classroom learning. This project will be evaluated by cooperating classroom teacher.

3.2 Students will systematically observe, record and interpret pupil behaviors. For three different children, students will identify a specific behavior to be exhibited, observe and behavior over a 3-day period, charting the frequency on a graph. At the end of the observation time the student will write an interpretive statement regarding the selected behaviors. Competency will be determined by university coordinator.

Process:
- lecture-discussion on observation of behavior (including techniques for charting and recording)
- completion of Behavior Observation Exercise--criterion = 75% agreement between raters.
- classroom observation

3.3 Students will state performance objectives related to behaviors listed in 3.4 and chart behaviors for 3 selected children, introduce interventions, record outcomes, continuing until performance objectives are

met. To be considered adequate three charts must include: baseline data, interventions, and performance goal.

3.3 Students will objectively describe changes in performance demonstrated by the child.

Process: Lecture-discussion-practicum on Precision Teaching.

Evaluation: by university coordinator.

3.4 Students will reinforce behaviors which enable the child to function as a member of the classroom group.

Given a group of children in a classroom, students will systematically reinforce (using a range of appropriate reinforcers) such student-related behaviors as:

- following directions
- beginning tasks
- completing assignments
- taking turns
- cooperating with others
- sharing materials
- participating in group discussion.

Criterion will be met when charting shows increased frequency of these behaviors for all children in the group.

Process: lecture-discussion (Hewett's hierarchy of academic tasks)

Evaluation: by cooperating university coordinator.

3.5 Students will write 3 behavioral objectives including the learner, behavior, the conditions, and the criterion as a class project. Evaluation by group and university coordinator. Three additional objectives will be written for evaluation by university coordinator.

Process: Lecture, demonstration, and discussion.

3.6 Students will assess and state the needs of individuals and groups of elementary school children of various ethnic and socio-economic backgrounds in relation to their reading abilities.

Process: Students will utilize an informal assessment instrument to determine the entering behaviors of children. These procedures are described in a separate outline. Students will write two assessments of individual children. The assessments will include the following: word attack skills, comprehension skills, oral and silent reading levels, and reading interests. For non-readers, students will answer the questions listed on the Reading Readiness Appraisal List. Students will write one assessment of a group of children (5-8) which include two of the following: word attack skills, comprehension skills, and/or reading interests.

Criterion: Include all items listed in process and a summary congruent with given data as judged by university coordinator.

Fourth Week

4.0 The Environment for Learning

4.1 Students will evaluate state curriculum frameworks and local curriculum guides in relation to prepared check list.

Process: Students will discuss the above guides and frameworks as they complete check list.

4.2 Students will analyze the factors in a given environment that facilitate learning:

a) list variables that are included in a learning environment.
b) draw a room plan
c) use a checklist to evaluate two learning environments.

4.3 Students will compare and contrast the effectiveness of a variety of learning environments in order to select components which can be combined into an environment suited to the uniqueness of the individuals involved.

Students will:

4.3.1 Experiment with various arrangements of physical environment to determine the affect on performance.

4.3.2 Select two children in field setting and assess their learning styles, specifically to the content of the mathematics program. List changes to be made in the physical structure of the classroom or in materials and activities to meet the needs of these children.

4.4 Through continuous experimental planning and arranging with the children, the students will design environments which permit learner activity, are stimulating and introduce the concepts of esthetic balance.

criterion will be met when the learning environment has been arranged to include:

4.4.1 discussion and planning of the environment with children.

4.4.2 procedures for making additions and changes to the environment.

4.4.3 at least one center where children may interact directly with materials.

4.4.4 at least 3 objects, materials, or activities which are novel (not typically found or supplied in classrooms).

4.4.5 effective use of space, color, harmony and design as judged by users of the room.

Process: Filmstrips with guidebook exercises.

4.5 Students will structure the learning environment so that children are able to learn to direct their student-related behavior within it.

Criterion will be met when student has established a behavior management system for a child or group of children which includes the following:

4.5.1 systematic reward system for the child.

4.5.2 different rewards for individual children for same task.

4.5.3 choice of reward.

4.5.4 contract system for academic behaviors.

4.5.5 child choice of activity.

4.5.6 children may use activity centers without direct adult supervision.

Process: Filmstrips on Behavior Management.

Fifth Week

5.0 Instructional Strategies

5.1 Students will relate child's learning performance to developmental sequence. Competency will be determined as follows:

5.1.1 in written form, identify and discuss the major influences upon cognitive and personality development of early learning and cultural factors.

e.g. - general influence of genetic factors.
- effects of physical characteristics.
- nature of intelligence--its distribution and growth.
- process of thinking; stages of cognitive development and creative activity.
- influence of peer and family relationships.
- achievement and affiliation motives.

5.1.2 successful completion of at least 2 observation assignments such as:

- list 3 affective, cognitive, psychomotor behaviors for child in field setting; compare with developmental norms.
- observe special education classes, compare child's learning to developmental norms.
- design a task involving thinking and/or creative activity for students of varying age and grade levels; compare children's performance.
- gather evidence of different rates of growth in children of same sex, age, which affect learning performance.

Evaluation: as determined by university coordinator.

5.2 Students will recognize individual differences in learning ability, style and needs of children. Mastery of this objective will be demonstrated when student can design a series of tasks for an individual child (following observation of child's learning style, ability level, reinforcement hierarchy) which the child is able to complete with 75% accuracy.

Process: textbook reading; in class observation.

Evaluation: university coordinator and cooperating classroom teacher. (See objectives 6.2 and following.)

5.3 Students will write manuscript and cursive writing in a legible manner on paper and on the chalk board.

Process: before and after class on paper and chalk board

Criterion: evaluation of legibility of 3 sentences by university coordinator.

5.4 Students will list areas of children's interests in field setting and suggest materials to elicit interest in a learning experience.

Process: demonstration and group work.

5.5 Students will experiment with the various sensory aspects involved in the introduction of learning materials in order to discover the most effective combinations for individual children.

Describe sensory characteristics of a given material and adapt it to another sensory area.

5.6 Students will brainstorm possible adaptations of common articles to the teaching of a variety of skills.

Process: demonstration and group work.

Sixth Week

(Instructional Strategies Continued)

6.1 Students will examine and evaluate published instructional materials in terms of their appropriateness to the development of specific instructional objectives.

Process: Students will select two pupil's texts and describe 3 ways they relate to a specific objective.

Evaluation: By peers and university coordinator.

6.2 Students will develop and use informal assessment devices to determine entering behaviors in number concepts and preferred sensory modes.

6.3 Students will design an effective learning task to develop specific skill, concept, or attitude and field test their designs. Effective designs will include the objectives, procedures, materials and evaluation of the design with children.

6.4 Students will develop a sequence of tasks related to 6.3.

Process: lecture, discussion, field work.

Seventh Week

(Instructional Strategies Continued)

7.1 Students will examine methodological approaches to teaching all skill and content areas in order to acquire a broad base for instructional decision-making. Students will list 6 different strategies: 2 for skills, 2 for process, and 2 for concepts that are described in their texts and related reading materials. They will define each strategy. An effective definition of a strategy will include: role of student, role of teacher, support system, and classroom organization. Evaluation will be by the university coordinator.

Process: Discussion, lecture, role-playing, inquiry, guided observation, valuing, and reading.

7.2 Students will study theoretical bases of the teaching of reading.

Process: Students will appropriately answer 6 of the 8 questions on the study sheets provided. The following topics are included:

1. Principles and Strategies of Reading Instruction
2. Diagnosing Children's Reading Abilities
3. Pre-reading Experiences
4. Beginning Reading Experiences
5. Word Recognition Skills
6. Comprehension Skills
7. Reading in Content Fields
8. Developing Reading Appreciations and Interests
9. Individual Differences and Organizational Strategies
10. Ethnic, Socio-economic and Dialetical Differences
11. Evaluation Procedures.

Criterion: The six answers from questions described above will be judged satisfactory by the university coordinator.

7.3 Students will: state objectives; plan effective strategies, utilizing a variety of techniques; select materials and methods appropriate to implement objectives; involve students in planning and evaluation of a lesson.

Process: Design and teach a lesson.

Criterion: All children meet the criterion of 75% of objectives designed by student.

Evaluation of student involvement based on inclusion of pupil comments.

Evaluation by university coordinator.

Eighth Week

(Instructional Strategies Continued)

8.1 Affective Strategies

8.1.1 Students will prepare a list of clearly defined guidelines for small group behavior and demonstrate their ability to maintain it as observed by the cooperating teacher.

Process: discussion

8.1.2 Each student will counsel one child with a behavior problem and write up the experience showing what happened, when it happened, and the outcome. The child will be assisted in the maintenance of a record of his interfering behavior for one week.

8.1.3 Students will aid pupil in defining goals and objectives which are achievable in terms of his assets and limitations.

8.1.4 Students will encourage children to explore and express ideas, opinions, and feelings by at least one of the following procedures:

1. audio-taping a discussion in which the student will demonstrate the ability to encourage children to explore and express ideas, opinions, and feelings.

2. Encourage the children to record with a camera their individual interpretations of words and feelings through their personal environments.

3. Assist the children to express their individual ideas, opinions, and feelings through creative writing assignments.

Process: lecture-demonstrations on the use of the camera, creativity exercises, individualized reading.

8.1.5 Students will assist children in interpreting their attiudes for decision-making as well as alternate choices.

Process: Lecture, demonstration, and participation.

Evaluation: audio-tape or written evaluation of procedure by students.

Ninth Week

Review
Follow-up
Thanksgiving
Relax!

Tenth Week

10.1 Instructional Strategies Continued
(Objective 7.1 continued)

10.2 Instructional Strategies Relating to Exceptionality

10.1.1 Students will discuss the identification, characteristics of and programming for atypical learners.

Eleventh Week

11.0 The Environment for Learning

11.1 Negative Influences

11.1.1 Drugs: students will list drugs available to children. For each drug the observable characteristics of users and possible interventions will be discussed.

11.1.2 Abusive Adults: students will prepare, in class, a list of symptoms indicating physical and emotional abuse by adults and the legal procedures available to teachers.

Process: lectures, slides, recordings, discussions.

11.2 Evaluation of Learner Input Characteristics and Instructional Outcomes

Students will identify the distinguishing characteristics of commonly used psychoeducational measurement and assessment instruments.

11.2.1 Students will select a target area of behavior (school or reading readiness; achievement; general ability, etc.) and evaluate in writing one measuring instrument in that area. Evaluation criteria for measurement instruments will be provided by college instructor; to be successful student must meet at least 80% of the criteria.

11.2.2 Students will identify the strengths and weaknesses of various types of objective test items.

11.2.3 Student will provide documentation of discussion with one professional cousultant in school or school district (psychologist, psychometrist, speech therapist, reading specialist, etc.)

Process: discussion--lecture on measurement; teacher-made tests, textbook reading.

11.3 Community Services

Each team will compile a directory of each of the following for their field placement:

1. community government service facilities
2. industrial or recreational facilities
3. ancillary district personnel available as resource people.

Copies are to be made available to class members.

It is suggested that team members compile their directories in a cooperative manner.

11.4 Curriculum Design

Students will list relative strengths of the major approaches to curriculum design in the elementary school (to be completed in class).

Process: lecture, discussion, small group activity.

Twelfth Week

12.0 Communication

12.1 Communication pupil progress.

12.1.1 Parent meeting
Students will plan a parent meeting to discuss objectives, goals, and procedures, during the third field assignment. It will be prepared and demonstrated through role play for the class, followed by a critique by individual members of the class.

Process: lecture, small groups role play

12.1.2 Parent conferencing
Students will describe effective strategies to facilitate communication during parent conferencing. To be domonstrated during role exchange and evaluated by class.

Process: role play demonstration and role exchange--discussion

12.1.3 Written Reporting
Students will prepare a short sample report concerning the progress of one child. To be evaluated by university coordinator.

12.2 Language Arts Exam

Students will describe various ways to teach language arts in the elementary school.

Process: Students will answer appropriately 7 of 10 study questions on the application of the language arts study sheets.

Criterion: Evaluation by university coordinator.

Thirteenth Week

13.1 Creativity

Students will demonstrate their creative abilities by participating in creative exercises in class. Self evaluation.

Process: lecture, demonstration, participation.

13.2 Self-Awareness

13.2.1 As members of a group, students will, through group processes, demonstrate their ability to relate in a constructive manner to their peers and the university coordinators, Group evaluation.

13.2.2 As individuals
Students will analyze their own competencies as individuals, students and teachers by completing exercises in class.

Process: Group and individual participation. Self evaluation.

Fourteenth Week

14.1 Application of Basic Skills Inventory

Students will demonstrate in written form their ability to apply the basic theoretical concepts and techniques presented in this program to classroom situations. Study outline will be provided. Criterion - 80%.

14.2 Evaluation of Program

Students will complete student and instructor designed course evaluation forms.

Students will complete student designed peer evaluation forms.

14.3 Learning Centers

Students will create and/or adapt instructional materials appropriate to specific learning situations by developing an effective learning center for an area of the curriculum in consultation with their cooperating teacher. An appropriate learning center will be evaluated jointly by the cooperating teacher and the university coordinator and will include at least: three types of materials input through at least two modalities, and two types of output. For class exhibition.

Process: discussion and participation in learning centers in their instruction.

Fifteenth Week

15.1 Students will have personal interviews with university coordinators.

Students were required to demonstrate mastery of all of the above objectives. Inadequate assignments were returned to the student until a satisfactory level of achievement was obtained. At the conclusion of each fieldwork cycle, cooperating teachers completed a semi-structured evaluation form relating to the strengths, weaknesses and needs of the individual student. The evaluations were discussed with the students by the university coordinators. When necessary individual students were advised as to their inadequate performance and counseled regarding ways in which they could demonstrate needed improvement.

6.0 Program Evaluation

6.1 Student Evaluation of the Program

Students evaluated the program in both a written and an oral manner. As a group they designed an evaluation form.* At the end of the semester it was completed individually and annonymously by all students. The written evaluations

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* which listed critical aspects of the program and required assignment of numerical ratings.

indicated:

- The program was beneficial.
- The variety of field settings was helpful.
- Students had adequate opportunities to confer with university instructors.
- Seminar sessions were too long.
- Some objectives lacked clarity.
- There needed to be more communication between cooperating teachers and university coordinators.
- Cooperating teachers needed to know more about the objectives of the program.

Each student had an oral interview with the instructional team. During the oral interviews which were at least 15 minutes in length, students were extremely enthusiastic about the program and the general procedures. Their major concerns centered on increasing the communication between cooperating teachers and the university coordinators. Students did not suggest any major changes in content or procedures.

6.2 Cooperating Schools Evaluation

The following is a summary of informal discussions with cooperating principals and teachers.

- As a group the students were extremely capable.
- The program provided prospective teachers with

many valuable experiences.

- On the whole, the objectives were well-developed and succinct.
- The pupils had very positive responses to the students.
- The students provided the pupils with a variety of new learning opportunities.
- Two (as opposed to three) field settings would allow students a more in-depth experience in classrooms.
- An opportunity should be provided for cooperating teachers to meet students before they begin fieldwork.
- Occasionally discussions should be held where all program participants (students, cooperating teachers, principals, and university coordinators) are present.
- An effort should be made to increase communication between the school and the university.
- University coordinators should provide more explicit criteria for teachers to utilize in evaluating student performance.

6.3 Instructional Team Evaluation

After carefully analyzing the evaluative comments of students and school personnel, the instruction-

al team reached the following conclusions:

- The program goals and objectives were achieved.
- Team teaching is an extremely powerful instructional strategy.
- The amount of time which is required for team decision-making is extensive and demanding; however, the value in terms of student responsiveness and group cohesiveness outweighs this disadvantage.
- The commitment on the part of the team members and the students to the uniqueness and importance of this particular program was very great and perhaps contributed more to the success of the program than any other single variable.
- The degree to which the team members concurred in their initial ratings of selected students enhanced the commitment of the team ($r = .60$-$.92$).
- Students related to faculty first as people and then as instructors.
- The small and large group structures provided a highly supportive atmosphere for growth and skill development of students.

- Students were extremely open in their critical evaluation of the program, instructors, and cooperating teachers.
- Students demonstrated a high degree of responsiveness to one another.
- Students showed a high degree of sensitivity and awareness of their peer interaction.
- Students were very aware of the effects of their interactions with children and adults.
- The constraints of time continually meant that what one <u>should</u> do as an instructor was replaced by what one <u>could</u> do in the given time.
- The seminar sessions (three and one-half hours) were too long.

7.0 <u>Recommendations</u>

After considering <u>all</u> of the above, the instructional team strongly recommends the following:

- Allow for more student input into objectives of the program (note: this is perhaps an inherent weakness in performance based teacher education programs.).
- Provide a variety of ways for students to meet various objectives.

- Increase the amount of team interaction in implementing specific objectives.
- Interrelate students' tasks to permit them to demonstrate mastery of several objectives at one time.
- Decrease the amount of written assignments and provide more direct observation of specific competencies.
- Increase the input from cooperating teachers and principals in designing the objectives.
- Provide for student "rap sessions" to share ideas and problems.
- Provide a more effective strategy for selecting cooperating teachers, including involvement of university team.
- Provide a means for school personnel to help select prospective candidates.
- Provide for more and better communication between instructors and cooperating teachers.
- Provide two field settings instead of three.
- Provide more team planning and implementation time in order to do the above.
- Shorten length of seminars and have three instead of two during a week.

- Schedule more time for university coordinators to observe students in the field.
- Provide more explicit criteria for cooperating teachers to utilize in observing and evaluating students.

This teacher education program was very successful in many ways. By implementing the recommendations in another program, it would be possible to develop an even more effective teacher preparation program.

APPENDIX I

RESPONSIBILITIES OF COOPERATING TEACHER

DURING THE FIRST SEMESTER

1. Be willing and interested in participating in the pilot teacher education program.
2. Help the student participant feel at home by introducing him to other staff members, explaining school procedures and help him become acquainted with the total school program.
3. Prepare the pupils in the class for the coming of the student participant; create an atmosphere of acceptance by introducing him as a co-worker.
4. Participate in evaluating the competencies of the student participant.
5. Adapt and modify his own programs, procedures, materials, and methods, to the extent possible, in order to permit the student participant maximum development of his potential as a prospective teacher.
6. Communicate to the university coordinator any questions concerning the program, procedures, or student participant.
7. Communicate to the university coordinator the strengths and needs of the student participant.

RESPONSIBILITIES OF THE STUDENT PARTICIPANT

DURING THE FIRST SEMESTER

1. Follow the procedures of the university program as outlined in the guidelines of the program.
2. Follow the procedures as outlined in district and building guidelines while on campus.

3. Conduct himself as a professional.

4. Schedule specific times to meet with the cooperating teacher to plan classroom activities and discuss outcomes.

5. Meet with the cooperating teacher and university coordinator to evaluate own performance in each field setting.

RESPONSIBILITIES OF BUILDING PRINCIPALS

DURING THE FIRST SEMESTER

1. Select cooperating teachers who are superior teachers, interested in participating in the pilot program and willing to allow the student participants an opportunity to experiment with new techniques in working with children.

2. Provide the student participants with an orientation to the school district's policies, the building procedures, and the facilities of the individual school.

3. Meet with the university coordinators to evaluate the pilot program.

4. Evaluate the progress of the student participant when requested by the cooperating teacher or the university coordinator.

5. Be responsible for communicating the progress of the pilot program to their district office.

RESPONSIBILITIES OF UNIVERSITY PROFESSOR

DURING THE FIRST SEMESTER

1. Coordinate all efforts among; the district office, the school principal, the cooperating teacher, and the student participant. Insure that there is adequate communication among these people.

2. Assign student participants to classroom situations that consider the interests and strengths of the student participants as well as the needs of the districts.

3. Visit the school regularly to answer questions and concerns regarding the program.

4. Be available for special conferences about the student participant and his work or the expectations of the university.

5. Participate in evaluating the competencies of the student. Provide guidance to the student participant on ways of developing the competencies outlined in the program.

by

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